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ABSTRACT

This publication is designed to provide information about Mid-Management education to administrators and instructors of Post-secondary institutions. It identifies the objectives and operational structure of Washington State Mid-Management programs, and, in an attempt to establish consistency among programs, provides a subject matter guideline for schools planning to institute a Mid-Management curriculum. The Mid-Management program described in this document combines formal classroom, group, or individual instruction with on-the-job, coordinated training. It is designed to develop fundamental skills, competencies, knowledge, attitudes, and experiences which will enable graduates to function in positions as supervisors, department and division heads, and other post-entry level positions in business, industry, institutions, and government. Essential characteristics of Mid-Management programs are divided into four categories: (1) the development of a broad base of background knowledge and practices pertaining to Mid-Management; (2) the development of personal attributes necessary for successful employment; (3) the development of management skills; (4) the development of specialized technial skills. A sample curriculum is given, unique program concerns are identified, and a bibliography is appended. (Author/NHM)

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MID-MANAGEMENT

EDUCATION FOR MANAGEMENT

in

WASHINGTON STATE COMMUNITY COLLEGES

A Suggested Guide

for

Administrators and Teachers

WASHINGTON STATE BOARD FOR COMMUNITY COLLEGE EDUCATION
John C. Mundt, Director
Richard G. Moe, Assistant Director Vocational Education
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1975

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Foreword

This publication is designed for administrators and instructors of post secondary education institutions who desire information about Mid-Management education. The publication should also serve those interested in the objectives and operational structure of Washington State Mid-Management programs. It may provide ideas and suggestions to those who are already coordinating or administering management education or giving assistance in evaluation of present programs.

E. L. Hagenau, Program Director of Mid-Management at Fort Steilacoom Community College in Tacoma, planned the publication and prepared the manuscript. Consultants, listed on following pages, assisted in the development of content.

The contract staff is deeply indebted to Mr. Leroy McCartney, Program Specialist, Washington State Coordinating Council for Occupational Education, for his support in this project. Mr. McCartney initiated the project and were it not for his guidance and assistance, this document would not have been possible.

1975

E. L. Hagenau
Project Director and Editor

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Section 1

INTRODUCTION

INTRODUCTION

We have arrived at a time in the evolution of Mid-Management education in Washington State when choices are about to be made. We, in Mid-Management who believe in the basic construction of our educational program, are interested in continuing and improving the processes that have resulted in the effective delivery of quality education.

The choices to be made can be forced upon us or can be the result of our active role in directing them. Although the program which we identify as Mid-Management has not had a truly accurate definition, some of its elements can be readily identified: *truly valuable, effective and practical education to prepare students for leadership roles in business and institutions.*

During the summer of 1965, many of the professionals involved in post-secondary Mid-Management education met and formalized a document called the "Framework for Mid-Management" in Washington State. Since that time, many things have occurred to influence change and has prompted us to take a "new look at Mid-Management."

The categorical funding, so long a part of the vocational guidelines in occupational area support, has been removed and such concepts as "distributive education," "terminal education," etc., have given way to the more generally accepted "skill and continuing education." The Mid-Management combination of courses and practical experience is organized into programs of instruction to provide opportunities for students to prepare for, or advance in selected Mid-Management functions. In the instructional tailoring process, various aspects of content are frequently drawn from other subject matter areas.

Because of the time lapse since the original "frame work" was

conceived, and because a great many other forces have influenced changes in the supplementation of the 1965 concepts, Mid-Management programs have operated in a great variety of ways and less than solid agreement on basic issues has prevailed.

This feeling surfaced in a 1974 coordinators' meeting in Spokane and as a result of that dialogue, the Mid-Management educators present unanimously agreed to support a review and a re-evaluation of existing practices and curriculum. They also agreed upon a methodology which included the formation of committees to present working papers to be studied at special meetings in March, August and December, 1974.

These papers were ratified and/or changed at these times and a finalized "framework" for 1975 resulted in this document.

Three purposes have been paramount in developing this paper: (1) To provide a simple tool for explaining the nature of Mid-Management training; (2) To identify the core area of Mid-Management instruction evident among the post-secondary institutions in the State of Washington that offer Mid-Management as an advanced vocational study; and (3) To provide a subject matter guideline for schools planning to institute a Mid-Management curriculum, thus establishing a discernible pattern of consistency among programs.

This work deals with that body of knowledge which is fundamentally essential to *all* management students. In addition, individual management *specialization* must be "tailor-made" through realistic counseling, careful selection of occupational electives and through the student's work training station.

The following pages are the result of deliberations of Mid-Management coordinators extending over a period of many years. Effort bent toward this definitive framework for Mid-Management instruction has moved through three phases.

The first phase revolved around the identification of subject matter by course titles that logically might be considered a part of

the typical Mid-Management program. In effect, this was an attempt to isolate, from all other business administration course offerings, a discipline with a management accent. The list of course titles at the outset was long and cumbersome. During the first phase, it became necessary to trim the number of course designations and to establish broader titles that would encompass related areas of knowledge. During this first phase of development, continual effort was expended in the establishment of a list of titles that would describe *areas* of study rather than a list of course titles, per se.

The second phase in developing a framework for Mid-Management instruction revolved around the identification of knowledge or understandings basic to Mid-Management that must be derived from each of the designated areas of study. A detailed breakdown of each of these areas pointed to the need for classifying desirable skills and knowledge according to the basic requirements and needs of all management trainees.

Recognition of the need for such a classification led to the third and final phase of this work: classification of all Mid-Management training into broad areas and then identification of the knowledge to be obtained from each. It was also recognized that portions of the required knowledge might have been acquired by the trainee through previous education and experience in either vocational or academic pursuits. Furthermore, it was felt that classification of Mid-Management instruction into broad categories would provide for freedom of action in determining course content, course title designations, and the assignment of credit.

The development of these working papers is the result of a review of current practices and a thorough study of the 1963 "Framework for Mid-Management Instruction."

The material contained herein is the result of that review and is intended to be a guideline for the development and evaluation of Mid-Management programs.

Philosophical Statement

by

The Project Committee:

While the basic concept of Mid-Management is that it is to encourage and aid upward social and economic mobility for the student, it is not designed exclusively to be either transferable or terminal. Opportunities should be available in all community college in Washington State for individualized Mid-Management training that includes: specific preparatory, specific related vocational education, coordinated work experience, and supplementary continuing education.

Key Terms

A very important function of this document is to provide for the lay person an accurate picture of what the educational program called Mid-Management is all about. In the past, some perceptions were cloudy and a bit gray because terms and definitions were not constant. For this reason, it is important that the readers of this paper make use of the following glossary which defines and delineates words which the author considers to be significant in the interpretation of this work.

Co-instructional Programs. Leadership activities programmed to maximize student leadership growth, a distinct and separate entity from standard educational processes (such as the Mid-Management association--a student organization).

Coordination. Coordination is the process of integrating into harmonious relationship the administrative, organizational, and instructional activities of the Mid-Management program and directing them to a common purpose.

Training. Educational experiences both on the job and at school designed to assist the student to advance toward his career objective.

Career Objective. A defined step or end of action on the track toward a career goal.

Career Goal. The end to which a design tends. For the purposes of Mid-Management, the goal is the result of many objectives being met along the way toward arriving at the career goal.

Mid-Management Education. Mid-Management education is a program of practical management education. It is a vocationally oriented training program designed for students who want to acquire competencies that will enable them to function beyond the entry-level job at the earliest possible opportunity.

Seminar. An organized group of students engaged in a search for knowledge. An exchange of ideas and thoughts to further educational purposes. (The seminar is not a lecture session taught by an instructor.)

Student-initiated Seminar. A seminar, the make-up of which, is developed by the participating students. The form of the unstructured seminar evolves rather than follows a plan preconceived by the professor.

Institution. An establishment of public character. For purposes of this document, the term "institution" is relegated to businesses and utilities purveyors performing services for the general public--such as hospitals, telephone companies, electricity providers, water companies, etc.

Public Employees. Employees of institutions and governmental agencies.

Career. A profession or other calling demanding special preparation and undertaken as an important part of one's life.

CHARACTERISTICS OF MID-MANAGEMENT EDUCATION IN WASHINGTON STATE

Mid-Management education in Washington community colleges today has several characteristics which distinguish it from the earlier programs and from the distributive education programs conducted for high school youth or adults. These characteristics influence the objectives, organization, operation and evaluation of Mid-Management education in Washington community colleges.

The new model for Mid-Management encompasses the earlier concepts which defined Mid-Management primarily and specifically as marketing oriented. The marketing orientation is still a very important element in this concept; however, a new dimension has been added and made a viable part of the discipline. Management training for public service and institutions has always been a part of most Mid-Management programs but present thinking gives greater emphasis to this element of the program and has the potential of serving a large market of people seeking education for management at the community college level whose needs previously have not been addressed.

Mid-Management education:

1. Provides both intensive and extensive instruction in management skills and marketing functions to be used by individuals striving for, and having attained, positions beyond those of entry level employment in business, institutions and public service.
2. Provides instruction which leads to specialization in each of the above areas.
3. Serves a student population from a large geographic area.
4. Serves students of all ages beyond high school age.
5. Provides curriculums oriented to local, state, regional or national occupational needs.
6. Follows a collegiate schedule of classes with special flexibility to permit appropriate application of learning.

7. Has standards and quality leading to supervisory and management competencies.
8. Utilizes business executives and institutional management personnel from a wide range of interests for advisory and resource purposes.

In addition to these characteristics, each institution will have special features peculiar to its own philosophy and community needs. Because of this, each institution should develop objectives around which the curriculum can be specifically designed. Objectives for Mid-Management education are usually similar to those shown in Figure 1.

1. To offer curriculums in management and marketing for persons who have completed or left high school and who are available for study in preparation for entering and advancing in management occupations.
2. To prepare persons for occupations in public service, manufacturing, marketing and service businesses which may include Mid-Management careers.
3. To prepare persons who may eventually own and/or operate their small business.
4. To continue the general education of individuals to enable them to maximize their contributions to society.

FIGURE 1

Objectives of Mid-Management Education

DEFINITION:

Mid-Management--a program of instruction combining classroom group and/or individual instruction with on-the-job, coordinated

training. It is designed to develop fundamental skills, competencies, knowledge, attitudes and experience which enable men and women to function in positions as supervisors, department and division heads and other post entry level positions in business, industry, institutions and government.

TYPICAL STUDENT SERVED:

Salesmen, factory representatives, bank officers, production supervisors, federal junior assistants, hospital administrators, public utilities department heads, etc.

Other career-type jobs in business, industry, institutions and government directed toward the Mid-Management level.

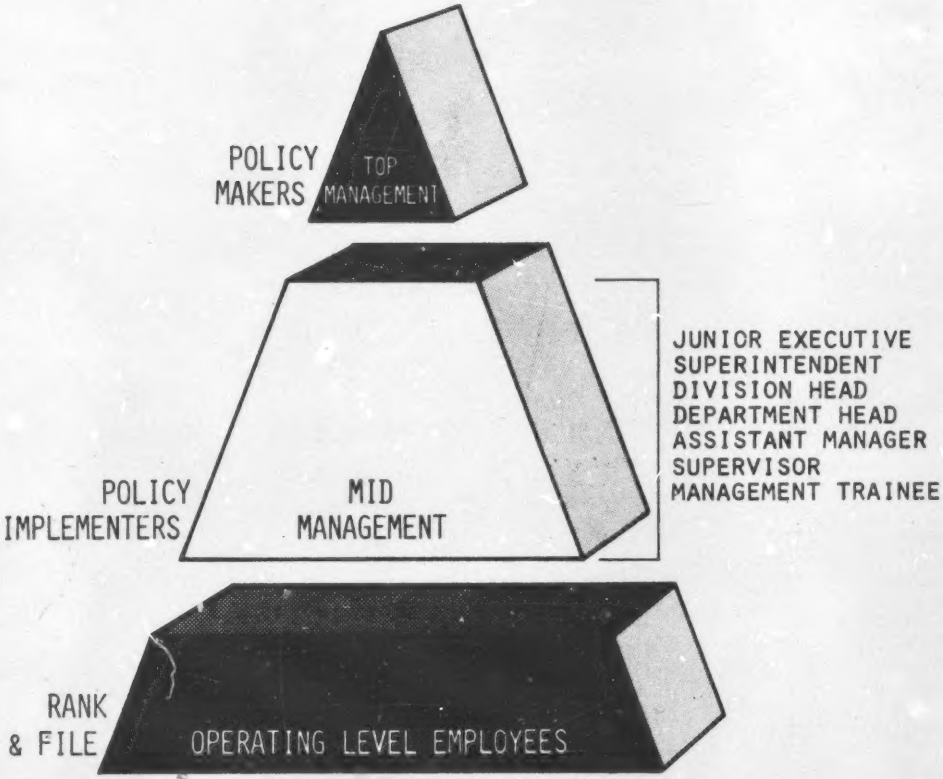

FIGURE 2

CONCEPTUAL MODEL

SHOWING THE POSITION OF MID-MANAGEMENT
IN THE MANAGEMENT HIERARCHY

THE NATURE OF MID-MANAGEMENT TRAINING

Mid-Management is an area of practical management education. It is a vocationally oriented training program for students whose *immediate career objectives* require competencies for and beyond those required for entry level employment. The program is offered on the post-secondary level at community colleges in the State of Washington. Necessary completion time is dependent upon the aspirations and qualifications of the individual student. The program is coordinated by a faculty member who has relevant, successful, managerial experience. That experience shall have been of the nature and related to the level for which the majority of students are training.

Mid-Management training has four characteristics that, together, identify it as a program unique in its approach to education for occupational competency.

Those characteristice are as follows:

1. Vocationally oriented classroom instruction in the field of management at a Mid-Management level.
2. Occupational elective course work, carefully selected for each individual, that assists in providing the knowledge and skills related to a specific area of Mid-Management.
3. Employment in an area compatible with the student's career goal. Effective employment hinges upon a realistic on-the-job training schedule cooperatively designed by the Mid-Management coordinator, the student, and the student's employer.
4. Enrollment in a Mid-Management seminar concurrent with the student's coordinated employment. The seminar enables the student to identify with the program, and provides the vehicle through which credit for work training is granted. The seminar is unstructured; it combines the benefits of group discussion and group evaluation between Mid-Management students, coordinators,

and community resource people with encouragement and opportunity for individual planning and research related to the student's occupational goal. Furthermore, the seminar is seen as an opportunity to investigate those ideas, concepts, details, facts and theories of management practice that cannot be covered in any other phase of the program.

The objectives listed below are accomplished by combining the facilities of the school with selected community resources work training "laboratories."

TO OFFER a balanced, comprehensive, in-school instructional program in Mid-Management oriented and related to concurrent work training in the student's field of occupational interest.

TO PREPARE students for advancement, in accordance with individual interests and abilities, to Mid-Management positions.

TO PROVIDE training and guidance to aid all members of the community seeking improved social and economic mobility.

The true objectives of Mid-Management training can be achieved only when the coordinator works cooperatively with each student and his employer in planning the particular student's instructional program. The planned program should relate to the student's immediate occupational experience as well as to his long range goals.

Section 2

PROGRAM ESSENTIALS

MID-MANAGEMENT PROGRAM ESSENTIALS

The knowledge and skills included in the following areas of study should become a part of every Mid-Management student's marketable competencies by the time the program is completed.

I. BACKGROUND AND RELATED KNOWLEDGE
II. INDIVIDUAL DEVELOPMENT
III. MANAGEMENT SKILLS
IV. SPECIALIZED TECHNICAL SKILLS AND KNOWLEDGE

Each of the above listed instructional areas is detailed on subsequent pages of this booklet. Every effort should be made by the instructor/coordinator to correlate classroom instruction with work training that logically leads the student toward the achievement of a realistic occupational goal.

BACKGROUND AND RELATED KNOWLEDGE

A program designed to prepare an individual for effective employment at the Mid-Management level must be built upon a broad base of background knowledge and practices pertaining to Mid-Management.

I. Communications
   A. Written Communications
   B. Oral Communications
   C. Organizational Communications
   D. Reading Development
II. Operational Mathematics
   A. Basic Level Mathematics
      1. Development of speed and accuracy in addition, subtraction, multiplication, division
   B. Specialized mathematical applications to meet the requirements of the student's goal, such as:
      1. Pricing (mark-up and mark-down) and discount practices

2. Job estimating
3. Employee compensation and payroll
4. Profit and loss instruments, controls, and computations
5. Mathematics of merchandising
6. Data processing computations
7. Certain technical mathematics

III. Business and/or Institution Principles and Organization
- A. Business/institutional development
- B. Business/institutional finance and accounting
- C. Operational processes, legal considerations

IV. Economics
- A. Development of Economic Literacy
- B. Survey of Economic Theory
  1. Supply and demand
  2. Business cycle
- C. Social, Civic, and Ecological Responsibilities
- D. Role of Labor, Business and Agriculture
- E. Taxation
- F. Role of Government
- G. Economics of Distribution

INDIVIDUAL DEVELOPMENT

Mid-Management is a student-centered program. It follows that a program with emphasis upon individual direction must contain provisions for development of the personal attributes necessary for successful employment. Furthermore, it is recognized that success in a given occupation should involve selection of a career goal compatible with the individual's interest and abilities.

I. Personal Adjustment to a Mid-Management Career Goal
- A. Awareness of Opportunities in Mid-Management and Top Management

B. Attitudes Conducive to Continuing and Satisfying Employment

C. Techniques and Skills Needed to Achieve Occupational Goals

D. Personality Improvement

II. Leadership Development

III. Assistance in Choosing a Career

IV. Preparation for Employment

A. Initial Employment

B. Job Advancement

V. Foundation for Continuing Education

MANAGEMENT SKILLS

Good management is based, in part, upon one's ability to direct others and yet maintain an easy climate in which the manager and the person he directs can unify their efforts to achieve the goals of the enterprise. Techniques and principles of supervision and direction can be learned; skill in their use can be acquired. In addition to understanding the human element in effective management, the student should develop an awareness of, some facility with, and an ability to interpret, information derived from those tools of management that provide data useful to efficient organizational operation. Furthermore, the student must learn to recognize that experience, systematic acquisition of functional knowledge, and conscientious application of the principles and tools of management will decide the difference between top and middle levels of administration.

I. Marketing Concepts in Institutions and Business
II. Management Understanding of Accounting and Finance
III. Data Processing as a Management Tool
IV. Functions of Management
V. Human Relations
VI. Business Law

MODEL PROGRAM GUIDE FOR MID-MANAGEMENT

The SELECTED ELECTIVE program (career option Figure #3) is tailored to individual needs and necessitates that students be counseled into courses related to the career goal. Some students may have to enroll in adult evening classes in order to acquire knowledge necessary to prepare for a specific career. The SELECTED ELECTIVE option provides for students whose career goals do not coincide with the school's SPECIALIZED AREA and for those who cannot change residence in order to enroll in the specialized program offered by a

school some distance away. As specialized programs for Mid-Management positions develop across the State, it may be possible for a student to complete much of his core course work and initial work training in one school, then transfer to another school for specialized course work and program completion.

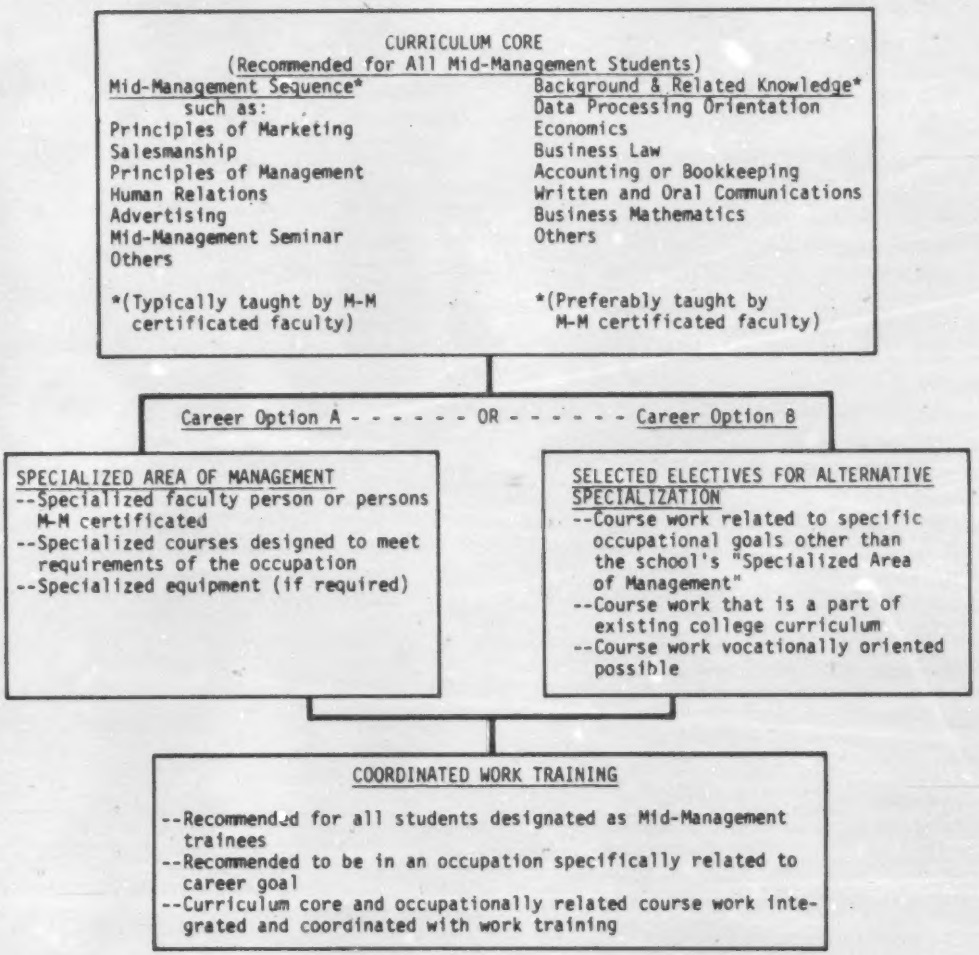
CURRICULUM CORE
(Recommended for All Mid-Management Students)
Mid-Management Sequence*
such as:
Principles of Marketing
Salesmanship
Principles of Management
Human Relations
Advertising
Mid-Management Seminar
Others
*(Typically taught by M-M certificated faculty)
Background & Related Knowledge*
Data Processing Orientation
Economics
Business Law
Accounting or Bookkeeping
Written and Oral Communications
Business Mathematics
Others
*(Preferably taught by M-M certificated faculty)
Career Option A - - - - - - OR - - - - - - Career Option B
SPECIALIZED AREA OF MANAGEMENT
--Specialized faculty person or persons M-M certificated
--Specialized courses designed to meet requirements of the occupation
--Specialized equipment (if required)
SELECTED ELECTIVES FOR ALTERNATIVE SPECIALIZATION
--Course work related to specific occupational goals other than the school's "Specialized Area of Management"
--Course work that is a part of existing college curriculum
--Course work vocationally oriented possible
COORDINATED WORK TRAINING
--Recommended for all students designated as Mid-Management trainees
--Recommended to be in an occupation specifically related to career goal
--Curriculum core and occupationally related course work integrated and coordinated with work training

Figure 3

Interrelationships of Educational Elements
in the
Mid-Management Program

SPECIALIZED TECHNICAL SKILLS AND KNOWLEDGE

Included in the Mid-Management program are the specialized skills and knowledge needed by the individual that are unique to the occupation he has chosen as a career. This facet of the program provided specific tools through selected occupational background study. Specialization may be accomplished as described below.

1. Several schools retain faculty capable of offering specialized vocational instruction in specific areas of Mid-Management. These schools provide vocationally oriented curriculum offerings in such specialized areas as marketing, wholesaling, public employee's management training, retail grocery management, agri-distribution, and retailing.
2. With the assistance of the coordinator, a student whose occupational goal is outside the institution's recognized field of Mid-Management specialization (if there is one) may still plot a specialized program of learning that utilizes the instructional framework heretofore described. Indeed, the student will be encouraged to enroll in special classes included in the existing curriculum of the school in order to develop competencies that relate to a selected business enterprise or to some departmental function within a business or institution. For instance, (a) certain agriculturally oriented classes might be necessary for those who seek careers in agri-distribution; (b) a specialized course in auto mechanics might be required of one who would manage an auto parts business; (c) courses in business machines and typewriting may be required for effective performance within certain distributive occupations; and (d) courses entirely outside the realm of vocational education may be required because of their specific relationship to a given enterprise. A classic example is the requirement of a course in anatomy for one who aspires to become a director of a funeral home.

3. In addition to course work outside the discipline of Mid-Management, there are many specialized courses that are available to these students, or that can be made available if sufficient demand were to warrant them, through evening extension (supplementary) classes. Detailed examples of some of those courses follow:

CAREER OBJECTIVES

A. Career Objective--Marketing and Sales

Desirable skills and knowledge: Salesmanship, marketing, transportation, merchandising, advertising, warehousing, riskbearing and insurance, display, sales management, control policies and processes.

B. Career Objective--Hotel/Motel Management

Desirable skills and knowledge: The hotel-motel and the economy, front office procedure, hotel-motel accounting, maintenance and engineering, food and beverage controls, food and beverage purchasing, food and beverage management and service, supervisory housekeeping, hotel-motel law, hotel-motel sales promotion, hotel-motel organization and administration, motel-motor hotel management and operation.

C. Career Objective--Export/Import Management

Desirable skills and knowledge: Expanding industry through exports, exporting for profit, export product saleability and evaluating resources, basic commodities and services, consumer goods, obtaining marketing information, pricing and packaging the product, methods of quoting prices, channels of sales, promotion and distribution, current observations on the common market, payment and finance, export-import bank financing and FCIA payments guaranteed, marine insurance, documentation and functions of a foreign freight forwarder, foreign trade and legal requirements, an export trade success story, export for a sound American dollar.

D. CAREER OBJECTIVE--RESTAURANT MANAGEMENT

Desirable skills and knowledge: Work simplification, public relations, restaurant planning, labor relations, advertising and publicity, the printed menu, trends in the restaurant industry, restaurant merchandising, food cost control, restaurant accounting, reducing operating costs, setting job standards, sanitation, care of equipment & safety, scope of the restaurant business, getting into the business, furnishings and equipment, legal requirements, menu planning, food buying, modern methods in restaurant cooking.

E. CAREER OBJECTIVE--REAL ESTATE AGENT/BROKER

Desirable skills and knowledge: History of real estate, license law--accountability, land identification, legal forms, conveyancing, legal descriptions, real estate finance, earnest money receipts, exchange agreements, closing statements, building and construction, art of real estate listing and selling, taxation, evaluating real property for karket.

F. CAREER OBJECTIVE--INSTITUTIONAL OR PUBLIC SERVICE MANAGEMENT

Desirable skills and knowledge: Supervisory development, public relations, survey of labor law, computers in business and society, personnel management, report writing.

G. CAREER OBJECTIVE--FINANCIAL SERVICE MANAGEMENT

Desirable skills and knowledge: Introduction to financial institutions, money and banking, management of financial institutions operations, credit and collections, personal money management, commercial law, principles of real estate, home construction, insurance, mortgage loan service.

AND MANY OTHERS.....

Section 3

MID-MANAGEMENT CURRICULUM

MID-MANAGEMENT CURRICULUM GUIDELINES

I. CORE COURSES AND COMPETENCIES

Written Communications
Oral Communications
Business Mathematics
Mid-Management Seminar
Principles of Marketing
Accounting
Data Processing Orientation
Principles of Management
Human Relations
Business Law
Supervision

II. AREAS OF SPECIALIZATION

Options such as courses in: Marketing, Hospitality, Transportation, Salesmanship, Fashion Merchandising, Public Service, Mortuary Science, etc.

III. RECOMMENDED SUPPORT COURSES

Economics
Introduction to Business
Finance
or other requirements to accommodate special needs

MID-MANAGEMENT SEMINAR

Enrollment in a Mid-Management seminar concurrent with coordinated employment is a vital part of the total Mid-Management program.

The seminar serves two basic purposes: First, and of lesser significance, it serves as a means of identifying and relating specifically to the Mid-Management student. Of greater significance, it provides that rare opportunity in educational programming that brings together the concepts, knowledge, and skills that are accumulated both in the classroom and on the job. It provides the opportunity for personal growth that comes through evaluation by peers as well as mature experience. A valuable entity also is the encouragement derived from open discussion of the practical aspects of the problems he faces in achieving his career objectives.

This type of activity can best occur in the environment of a student-initiated seminar with a maximum enrollment of 20 students. The subject matter should be appropriately current and relevant to the complex decisions the student is in the process of facing at this critical time in his career development.

COOPERATIVE JOB TRAINING*

Cooperative job training programs combine classroom learning with on-the-job training. Each student is given the opportunity to make practical application of the things he learns in school to the work-a-day world. Therefore, the student's classroom experience becomes more realistic and easier to utilize and retain.

Cooperative job training enables the student to learn by doing. The student gains knowledge and uses skills as an actual employee in an institution or place of business. The student learns what is expected of him as an employee: He, therefore, learns how study in school is important and relevant.

As our society becomes more compiex, there are an increasing number of supervisory or middlemanagement opportunities. These occupations require an understanding of the basic principles of management, marketing and the human side of business. Cooperative job training programs are organized and conducted to fit people into these new jobs in a complex business and institutional community.

There are many factors which enter into a Mid-Management cooperative job training program. Some of the major ones are:

1. Systematic school/work schedules of interrelated learning experiences in class and on the job.
2. A positive relationship between the kinds of training offered and the kinds of employment available.
3. A positive relationship between instructional content of the training and duties on the job.

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*All policies regulating COOPERATIVE JOB TRAINING should relate to and follow the guidelines established in SBCCE *Standard Policy and Procedures Manual* 4.80.00 adapted June 28, 1973 and *Guidelines for Cooperative Vocational Education in Community Colleges*, SBCCE and CCOE, 1972

4. Specialized training programs for related groups of occupations as well as for specific kinds of jobs within these groups.
5. Training emphasis on the development of specialized knowledge and skill.
6. Training emphasis on the development of occupational competence in good human relations, group responsibility and preparation for advancement.
7. Representative advisory committees that reflect business, school, and community interests and that assist planning and developing the program.
8. Motivated trainees with career aptitudes, objectives, and potentials relevant to the field of work in which they are employed.
9. Teachers with qualifications based on background, education, technical and professional preparation, and wage-earning experience in the occupation and at the level for which they are training students.
10. Credit is granted for the cooperative job training.
11. Advanced specialized training is given in supervisory and managerial responsibilities.

ORGANIZATIONAL LEADERSHIP ACTIVITIES
and Co-instructional Programs*

The Mid-Management program should provide management training for all occupational areas using the best instructional-management tools available. One valuable recognized instructional technique is the utilization of actual organizational leadership development placing the student in an organizational environment.

The student organization in Washington State Mid-Management, commonly referred to as the Washington Mid-Management Association, is considered to be a vital, active, and integral part of the total Mid-Management program and thus should be implemented to reflect the defined goals and objectives.

Due to the nature of the organization known as National DECA and its philosophical relevancy to Mid-Management objectives, direct affiliation with National DECA should be maintained and is recommended.

The student organization is a distinct and separate entity which is not related directly to the Mid-Management seminar. Involvement in leadership development processes in addition to pure classroom is recommended. Many schools feel that membership in a student organization co-instructional activity should be provided. In some colleges, this activity is treated as a separate credit course; in others, as an extracurricular program open to any interested student. (Thus, a student could be enrolled in the student organization and not necessarily be enrolled in the Mid-Management program, per se, and conversely.)

Since the objectives of the student organization may not meet the needs of some students enrolled in the Mid-Management program, mandatory enrollment in the organization should not be a requirement of the program.

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*See Appendix #1

Section 4

UNIQUE CONCERNS

UNIQUE MID-MANAGEMENT CONCERNS

The creation of a sound and meaningful Mid-Management program requires consideration of numerous factors which influence its ultimate design. The successful program operates through a well organized structure directed toward an education delivery system that is capable of operating at maximum efficiency. It is necessary that those persons involved in the administration and instruction of the program understand and appreciate the program's objectives, policies, and procedures. Responsibility and authority in connection with the various functions of operation must be placed in the hands of those who are philosophically in accord with the basic tenets of Mid-Management and trained to carry out the operational processes in an effective manner. Program starts have resulted in failure and existing programs have been aborted because the individuals involved were not knowledgeable or educated to handle the management of the Mid-Management educational process.

COORDINATION OF COOPERATIVE VOCATIONAL EDUCATION*

In much of the literature on cooperative education, and often in oral discussions, the term "coordination" seems to refer to the use of certain procedural mechanisms operated primarily by a school staff member known as "the coordinator." And the context in which the words "coordination" and "coordinator" frequently appear seems to imply that coordinative needs are met primarily through a single kind of adult activity--visiting students at work (this is too restrictive an interpretation).

> **Coordination is the development of a pattern of harmonious relationships. Coordination is the effect of planned action taken in pursuit of shared objectives. It is a quality of harmony and equilibrium that evolves from unity of action and interrelation of various parts of an enterprise.**

Effective coordination of any cooperative program of Mid-Management requires a minimum of two participating persons or groups and a specific common objective to which the participants are committed. Usually the participants consist of a school and one or more business establishments.

The principal representative of each of the cooperating organizations should have comparable status as to the program in which coordination is desired. For instance, the cooperating organizations could be a school and a hotel. In that case, there should be a general understanding and a basic agreement between the school administrator and the hotel manager, as well as a continuing operational relationship among the staff personnel who actually conduct the training program. The representatives of one cooperating organization are then able to speak with a degree of authority equivalent to that of representatives of the other. Such an arrangement contributes to a meeting of minds and encourages continuing communication.

Coordination is facilitated and achieved through a whole range of managerial media and devices such as (1) interpreting goals, objectives, policies, and standards; (2) forecasting, planning, and translating plans into operation; (3) establishing and reporting obliga-

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*Extracted from Vocational Division Bulletin #283, U.S. Department of Health, Education and Welfare O. E. - 82001

tions and procedures; (4) arranging conferences of key personnel; and (5) evaluating accomplishments in terms of established goals and plans.

Coordination is consummated not in performing any single activity, such as interviewing students and their employers, but rather in successfully seeking consensus, conveying reasons, and eliciting identification with common objectives. Coordination is the reflection of good working relations--not the use of procedural mechanisms. It exists when harmony and equilibrium prevail within a program to which principal representatives of the participating agencies are wholeheartedly committed.

Thus, coordination of Mid-Management cooperative training is seen as a quality to be sought not necessarily through the geographic proximity of participating agencies but through unity of purpose, correlation of activities, and continuous existence of effective and essential communication. Personal contacts are essential; but the infrequent personal contacts necessitated by conditions peculiar, in many instances, only to the college cooperative program can still result in coordinated effort when these contacts are based on principles essential to effective coordination.

MID-MANAGEMENT COORDINATOR
JOB DESCRIPTION[1]

A Mid-Management coordinator is concerned with the integration and application of classroom instruction to provide various occupational experiences and activities. The duties and tasks performed by the Mid-Management coordinator may be categorized as follows:

1. Guidance and Selection of Students
   - Describing the program to students
   - Working with guidance personnel
   - Providing occupational information
   - Gathering and utilizing information on students
   - Assisting students in formulating realistic career objectives
2. Establishing Student Training Stations
   - Enlisting participation by cooperating employers
   - Orienting employers, training supervisors and co-workers
   - Preparing student for job interviews
3. Assisting Students in Adjusting to Their Work Environment
   - Helping students on their jobs
   - Dealing with job problems
   - Planning personal and attitudinal development with training supervisors and students
   - Evaluating job progress
4. Improving Training Done on the Job
   - Consulting and assisting training supervisors to enhance educational opportunities

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[1]Paraphrased from State Board for Community College Education and Coordinating Council for Occupational Education, "Guidelines for Cooperative Vocational Education in Community College," State Printing Plant, Olympia, Washington, 1972

5. Correlating Classroom Instruction with On-the-Job Training
    - Determining needed instruction
    - Assembling instructional materials
    - Preparing for instruction
    - Teaching classes
    - Directing individual projects and study
    - Obtaining assistance from other teachers
    - Advising the employer and the student on the correlation of classroom instruction with duties to be performed
    - Evaluating learning outcomes
    - Developing and utilizing community resources
6. Assisting Students in Making Personal Adjustments
    - Aiding students to correct poor personal habits
    - Counseling students with personal and socio-economic problems
    - Assisting students with educational problems
7. Facilitating Co-Instructional Leadership Activities
    - Advising and participating in student organizations
8. Assistance for Graduates
    - Assisting in guidance and placement for graduates
9. Administrative Activities
    - Planning program activities
    - Research and planning
    - Organizing and working with advisory committees
    - Planning curriculums
    - Communicating school policy
    - Preparing reports
    - Budgeting
    - Participating in professional meetings
    - Class scheduling
    - Further interdisciplinary relationships

10. Maintaining Good Public Relations

Working with the public information office in planning and preparing publicity and contacting news media

Maintaining communication with unions, community, employers, faculty, college administrators and student body

WORK LOAD

The coordination function must be considered in determining the work load of Mid-Management instructors. To effectively carry out the many duties involved in coordination, substantial time must be provided. The responsibilities of a cooperative vocational education coordinator cannot be equated with those of regular classroom instructors.[2]

"The duties and responsibilities of the instructor-coordinator may extend beyond the regular school year. During summer, he may be involved in locating training stations, participating in preregistration, advising students, meeting with advisory committees, evaluating the program, and following up former students. Two weeks at the end of the college year and two weeks before the start of the Fall quarter may be adequate for carrying out these duties. However, if the instructor-coordinator must obtain training stations during the summer, it may be necessary for him to be employed for a 12-month year."[3]

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[2]"In the cooperative method, using local business firms for occupational experiences, one-half hour of coordination time per week for each student may serve as a base. Extended geographic placement of students for occupational experiences would increase coordination time accordingly." U.S. Department of Health, Education and Welfare, "Post Secondary Distributive Education." Superintendant of Documents Catalog No. FS 5.282.82017, U.S. Government Printing Office, Washington, 1969, p. 29

[3]Op. Cit., "Guidelines for Cooperative Vocational Education in Community Colleges," p. 13

CAREER OBJECTIVES

The primary purpose of Mid-Management education is to assist the student to advance beyond entry level employment. This means that if the instruction is to develop upward mobility, the direction of "up" must be established. This necessitates the identification of a specific occupational objective. In the case of Mid-Management education, there is a need to clarify what this specific objective represents. The instruction should be concerned not only with successful performance of the particular job the student is currently holding, but also with instruction related to the broader aspects of management and/or marketing, wherein students acquire the basic foundation for positions of greater responsibility.

Employment circumstances today are dynamic--everchanging--and some claim that establishing a career objective is impossible for many students. This point of view is unacceptable to Mid-Management educators who know by virtue of their scholarly knowledge of management principles that very little that is worthwhile takes place without the definition and establishment of an objective and prior planning. These principles also are true in the management of education and specifically in preparing for the advancement and upward mobility of students.

Instruction in the Mid-Management program must therefore be directed toward the needs of students as they experience employment as cooperative students and as they plan for their advancement. For such instruction to be meaningful and purposeful, each student, to the best of his ability, should select an objective and an occupation towards which to direct his energies and interests. While it is recognized that some, or perhaps many, may change their minds before they achieve this objective, there is much value in defining and determining an objective, even though tentative, before and dur-

ing the study of Mid-Management. It will provide a sense of purpose to the learning experience. The instruction will have greater meaning and importance for the student when he realizes its significance during and after the completion of his study.

Each student, therefore, should have a career objective of which present classroom instruction and employment are integral parts. The job the student holds while in the cooperative program is, or should be, a part of the career objective because satisfactory performance must prevail at present levels before advancement.

It is true, of course, that for some students the career objective may be limited in scope. If a student's interest and capabilities deny a long-range goal, then it must be recognized that perhaps the job held as a cooperative student may well become the total career objective. It must also be recognized that through active participation in the program, certain students will awaken to opportunities hitherto not foreseen or considered and will change their original objectives. Career development therefore becomes the goal of the cooperative program. Students need to see the cooperative placement as one step toward a more rewarding position within the field of business or public service.

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Appendix

September 1974

POLICY OF THE
UNITED STATES OFFICE OF EDUCATION
FOR VOCATIONAL EDUCATION STUDENT ORGANIZATIONS

The United States Office of Education maintains a close relationship with the six vocational student organizations and welcomes their cooperation and support in strengthening our programs of vocational and technical education. Recognizing that the past performance and demonstrated potential of these six organizations are compatible with the overall purposes and objectives of education today, the United States Office of Education strongly endorses their objectives and seeks to involve their thinking in the development of our policies and plans.

In view of this, our policy is as follows:

1. The United States Office of Education recognizes the concept of total student development as being necessary for all vocational-technical education students to enter the labor market and to assume successful roles in society.

2. The United States Office of Education recognizes the educational programs and philosophies embraced by the following vocational education student organizations as being an integral part of our vocational education system of training.

   Distributive Education Clubs of America
   Future Farmers of America
   Future Homemakers of America--HERO
   Future Business Leaders of America--Phi Beta Lambda
   Office Education Association
   Vocational Industrial Clubs of America

3. The United States Office of Education will provide technical and supportive services to assist vocational student organizations and state agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities and provide other wholesome experiences for youth.

4. Federal and state grant funds for vocational education may be used by the states to give leadership and support to vocational student organizations and activities directly related to established vocational education instructional programs at all levels under provisions of approved state plans for vocational education.

The responsibility for instructional programs and related activities rests with the states and localities. It is our belief that increased efforts on the part of state education agencies to recognize and encourage the growth and development of these vocational student organizations are highly important and deserve the support of all leaders in American education. These policies represent the position of the United States Office of Education and its bureaus and divisions concerned with vocational and technical education.

T. H. Bell
U. S. Commissioner
of Education

Virginia Y. Trotter
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